



## **Additional Learning Needs (ALN) Policy**

### **Introduction**

At the heart of the work of every school and every class lies a cycle of planning, teaching and assessing. These general arrangements in a school take account of the wide range of abilities, aptitudes and interests that children bring to school. The majority of children will learn and progress within these arrangements. Those who have difficulty in so doing may have additional educational needs. This policy is guided by the Additional Educational Needs Code of Practice for Wales (2004) and Monmouthshire's Strategic Review of Additional Learning Needs (2014).

### **Aims and Objectives**

In addition to the general aims of the school, which apply to all pupils, the Additional Learning Needs policy has the following specific aims:

- To ensure all pupils have access to a broad, balanced and relevant curriculum in an appropriate environment
- To ensure all pupils make effective progress and realize their full potential
- To ensure all pupils take a full and active part in the life and work of the school
- To identify the roles, responsibilities and expectations of staff and partners in supporting the process of providing for additional educational needs
- To clarify the process of identification, assessment and provision for pupils with additional educational needs
- To foster close collaboration between teachers, parents, pupils and outside agencies
- To ensure that the views of our children and their parents are sought and taken into account.

### **Definition of Additional Learning Need**

A child has additional learning needs if he or she has a learning difficulty which calls for additional learning provision (ALP) to be made for him or her.

**A child has a learning difficulty if he or she:**

- Has a significantly greater difficulty in learning than the majority of children at the same age.
- Has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local education authority.
- Is under five and falls within the definitions above or would do if special educational provision was not made for the child.

**Additional learning provision (ALP) means:**

- For a children of two or over, educational provision which is additional to, or otherwise different from, the education provision made generally for children of the child's age in schools maintained by the Local Authority, other than special schools, in the area.
- For children under two, educational provision of any kind.

**Definitions in the Children’s Act 1989 and the Disability Discrimination Act 1995**

“A child is disabled if he or she is blind, deaf, dumb or suffers from a mental disorder of any kind, or is substantially and permanently handicapped by illness, injury or congenital deformity as may be prescribed.” Section 17 (11) Children’s Act 1989

“A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long term adverse affect on his ability to carry out normal day to day activities.” Section 1(1), Disability Discrimination Act 1995

**Roles and Responsibilities**

**Co-Head Teachers and Staff**

The Co-Head teachers have overall responsibility for all aspects of the school’s day to day work and will keep the Governing Body appropriately informed. All teaching and non-teaching staff are involved in the development of the school’s ALN policy and are responsible for ensuring that they are fully aware of the school’s procedures for identifying, assessing and making provision for pupils with ALN.

**ALN Coordinator (ALNCo)**

The ALN Co-ordinator has delegated responsibility for all aspects of the school’s ALN work, but will keep the Co-Head teachers informed as appropriate. The ALN coordinator role is Miss C Whyte who has responsibility for:

- The day- to- day operation of the school’s ALN policy.
- The deployment and timetabling of the support staff employed from additional needs budget.
- Liaising with, advising, and working closely with all teachers in the school.
- Co-ordinating the ALN provision for pupils in the school.

- Maintaining the school's ALN list.
- Keeping the records of pupils with ALN up to date.
- Liaising with parents of pupils with ALN.
- Liaising with external agencies and outside professionals.
- Organising (and where appropriate contributing to) the in-service training of staff on ALN.
- Monitoring and evaluating the ALN provision and reporting to the governing body in the school's self evaluation process
- Managing a range of resources to enable appropriate provision for ALN

## **Governing Body**

The Governing Body has due regard to the Code of Practice when carrying out its duties toward pupils with ALN.

The Governing Body does its best to secure the necessary provision for any pupil identified as having Additional Learning Needs. The governors ensure that all teachers are aware of the importance of providing for these children, and that parents are notified of a decision by the school that ALN provision is being made for their child. They consult the LEA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with additional educational needs. This annual report on the school's ALN work will include information on:

- The success of the school's ALN policy including the effectiveness of systems for
  - identification of pupils with ALN;
  - assessment of pupils with ALN;
  - making appropriate provision for pupils with ALN;
  - monitoring and record keeping;
  - use of outside support services and agencies.
- Any significant changes in policy.
- Any consultations with LEA
- Any consultations with other schools.
- How resources have been allocated to pupils with ALN.

The Governing Body has identified a governor (Mr Paul Morcombe) to have specific oversight of the school's provision for pupils with ALN. The ALN Governor ensures that all governors are aware of the school's ALN provision, including the deployment of funding, equipment and personnel.

## **Identification, Action and Provision**

### **Admission Arrangements**

If a child has known additional educational needs, the Head teacher will liaise with the LEA Additional Needs Department and the previous school/Nursery (if any) to ascertain

if additional support is required. Manual handling and risk assessments are carried out if required, and staff suitably trained before the child joins the school.

At Shirenewton Primary School we do not discriminate against any child and endeavour to admit children with additional educational needs as quickly as possible.

### **Identification in School**

For early identification of children's needs, we consult a range of sources and actively track all pupils' progress:

- Information from parents
- Information from external agencies
- Teachers' observations, assessments and tracking
- Incerts
- Foundation Phase Profile
- Bury Test results (Reception)
- Standardised scores from Cognitive Ability Tests in specific year group
- Test results from Welsh National Assessments
- Other standardised assessments e.g. SWST, NFER, CATS

Children may have Additional Learning Needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with Additional Learning Needs takes account of the type and extent of the difficulty experienced by the child.

Four broad groups of children with additional needs may be present within the school, at any one time, some children fall into more than one of these groups:

1. Cognition and Learning Difficulties; includes specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia/developmental coordination disorder, and moderate learning difficulties (MLD)
2. Behavioural, Emotional and Social Difficulties (BESD); includes Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD)
3. Communication and Social Difficulties; includes speech, language and communication difficulties (SLCD) and Autistic Spectrum Disorders (ASD) and Aspergers's Syndrome
4. Sensory and/or Physical Impairment; includes hearing impairment, visual impairment, multi-sensory impairment, medical conditions/syndromes

The school provides a broad and balanced curriculum for all children. The Foundation Phase is the starting point for planning that meets the specific needs of individual children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. This policy is aimed at those children who have barriers to learning that mean they have additional needs and require additional or different help from that given to children of the same age. The policy includes the slower learner.

## **Action**

If a pupil is identified as having a learning difficulty, they are put on the school ALN register within the first category of ALN (School Action), and their parents are invited to a meeting with the teacher to discuss an Individual Development Plan (IDP). An IDP is a pen picture written by parents, teacher and pupil which identifies strengths and preferences and hones in on specific, short and long term targets. IDPs are updated every year until the pupil has made enough progress to be removed from the ALN register. The IDP involves a pupil centred plan and is reviewed three times per year.

We adopt a graduated response to address pupils' additional needs. Progress is then monitored regularly by the teacher and by the Senior Leadership Team, adjusting provision or stage of ALN accordingly within the graduated response matrix outlined in Monmouthshire's Strategic Review of Additional Learning Needs. Advice and support from outside agencies will be sought accordingly.

There are 3 stages of ALN within the matrix:

- School Action
- School Action Plus
- School Action Plus Resourced Agreement (SAPRA)

There is a further stage outlined in the Additional Educational Needs Code of Practice for Wales:

- Statement of Additional Learning Need

## **Basis for School Action**

Interventions that are additional to or different from those usually provided in class should be undertaken when:

- A child makes little or no progress despite targeted teaching approaches.
- A child continues to work at levels significantly below those expected of his peers.
- A child presents persistent emotional and/or behavioural difficulties.
- A child has sensory or physical problems which hinder progress.
- A child has communication or interaction difficulties.

Following discussion with ALNCo and parents, the child will be placed on the School ALN Register. An IDP will be written and reviewed termly. Parents and children (where possible) will be involved in this process.

The ALNCo will be responsible for gathering information, organising further assessment and monitoring and reviewing action.

If after a minimum of 2 reviews, little or no progress has been made and a child is working at National Curriculum levels substantially below those expected for age then a

move to School Action+ would be made. However if progress is sufficient then a child could be removed from the ALN List.

### **Basis for School Action Plus**

This is characterised by the involvement of external support services, which might provide advice on IDPs and targets, or provide specialist strategies or materials. This help should be sought if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at curriculum level substantially below that expected of a child of a similar age.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the group, despite having an individualised behaviour management programme.
- Has sensory or physical needs, and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service.
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

### **School Action Plus**

Following discussion with ALNCo and parents the child will be moved to SA+ on the ALN list. As part of this process all school assessments should be taken into consideration and it may be necessary to seek advice from other agencies. An IDP will be written and reviewed termly. Parents and children where possible, will be involved in this process.

If, after a minimum of 2 reviews, there is an improvement, a return to SA could be made. However if concern heightens then a request for SAPRA would be made following consultation with all concerned.

### **Basis for School Action Plus Resource Agreement (SAPRA)**

In some instances, pupils will not make adequate progress at School Action Plus. School should have evidence available to demonstrate that although a number of teaching approaches have been used and a range of resources have been employed these have proved to be unsuccessful. It may be appropriate to ask the local authority for extra resource and/or support to add to that provided by the school and outside agencies.

### **SAPRA**

School will need to show that any action implemented for the pupil has been implemented over a reasonable period of time. Evidence will show how needs and provision have been aligned to the graduated response matrix in Monmouthshire's Strategic Review of Additional Learning Needs. Once evidence has been collected, school will consult with parents and external agencies to consider whether to ask the LA

to initiate a SAPRA. Where a request for assessment is made, the pupil will have demonstrated significant cause for concern. If the school decides that a SAPRA is necessary, the following information will need to be available:

- The School settings action through School Action and School Action Plus
- Individual Development Plans for pupil
- Records of regular reviews and their outcomes
- The pupil's health including medical history where relevant
- National Curriculum levels including those in literacy and numeracy
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of parents and pupil
- Involvement of other professionals
- Involvement of social services or the education welfare service

School will also complete the SAPRA application form, outlining what school, parents and pupil will do if the SAPRA is agreed. This is considered, together with the evidence, by Local Authority who will decide whether or not to proceed with a SAPRA. If it goes ahead, school will invite the parents and the local authority to a meeting to agree these actions and targets, and the local authority will agree what support or resource, if any, it will provide.

### **Basis for Statement of ALN**

This stage is considered for pupils who have severe or profound needs which have been identified by relevant professionals and which cannot be met within the normal curriculum. A statutory assessment can be requested by parents or school. In Chapter 7, the Code of Practice outlines the evidence that L.E.A.s should consider when deciding whether a statutory assessment is needed. In Monmouthshire this decision is made by the Additional Learning Needs Panel. A 'statement' is issued following a multi-agency assessment. A statement of ALN will be written by the local authority.

### **Provision**

In the majority of cases, pupils with ALN will engage in all activities in the school together with pupils who do not have ALN. The school believes in delivering a differentiated curriculum which takes into account the needs of all the children. This approach based on differentiation and adjustment may be referred to as "Universal Provision."

Our aim is to develop a whole school approach to the special needs of our children, to foster close collaboration between teachers, parents, pupils and outside agencies, if appropriate. Also, to encourage and advise parents on how they can support their children at home.

Teachers make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Such children may need additional or different help from that given to other children of the same age. Teaching assistants in school are deployed to maximize the benefit they provide to individuals and groups of learners.

Supportive provision might include:

- Adjusting success criteria to suit ability
- Adjusting the learning environment
- Adjusting the physical environment
- The provision of different or adapted resources, including ICT
- Allowing a different recording method
- Specially adapted lessons for groups of pupils with similar needs
- Extra time to complete tasks and tests
- One to one counseling
- Providing personal care
- Additional individual or group tutoring sessions to deliver special programs
- Involvement of specialist agencies.

### **Allocation of Resources**

The Co-Head teachers are responsible for the operational management of the specified and agreed resourcing for additional needs provision within the school, including the provision for children with statements of additional learning needs.

The Co-Head teacher informs the governing body of how the funding allocated to support additional educational needs has been employed.

The Co-Head teacher reviews and makes decisions on how to use funds directly related to statements.

### **Assessment**

The class teacher and the ALNCo assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the ALNCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators. Sometimes, if the ALN warrants it, a pupil might be disapplied from an assessment undertaken by his or her peers.

Children with ALN may undertake, in addition to the agreed year group assessments, assessments each term against the targets set in individual IDPs.

### **Monitoring and Evaluation**



The ALNCo monitors the movement of children termly within the ALN graduated response system in the school with teachers and teaching assistants. Monitoring includes teachers' reviews of IDPs, reviews conducted with outside agencies and scrutiny of relevant formal summative and formative assessments.

The ALNCo regularly monitors the effectiveness of practices and provision via the FADE process. FADE reports are shared with staff and governors and show the impact of the policy and practice, together with next steps to improve.

The ALNCo and the named governor with responsibility for special needs hold regular meetings to share progress and impact of the policy.

The Governing Body reviews this policy annually and considers any amendments in the light of the whole school self evaluation process. The ALNCo reports the outcome of the review to the full governing body.

### **Inclusion**

At Shirenewton School, inclusion is achieved at social, locational, functional and educational levels. Even children who may be receiving additional teaching support are fully integrated into their classroom settings alongside their peers as far as possible. (see inclusion policy). There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

### **Partnership with Parents**

The school works closely with parents in the support of those children with ALN. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with Additional Learning Needs.

The school prospectus contains details of our policy for ALN, and the arrangements made for these children in our school. The Governors' Annual Report to Parents contains an evaluation of the policy in action. The named ALN governor takes a special interest in additional needs, and is always willing to talk to parents.

Concerns and/or progress of pupils with ALN are shared with parents during termly parental consultations and at the IDP meeting.

We consult with parents and get their agreement before referring pupils to outside agencies; we can also refer if parents themselves request it.

### **Pupil Participation**

In our school we encourage children to take responsibility and to make decisions. Children discuss their IDPs and targets and progress with parents and school staff.

Their targets are written in child speak on attractive target cards and they can see how they are doing as teachers and teaching assistants add stickers each time a target is achieved.

Children are invited to reviews and attend if they wish to. Children also provide a short report for review meetings in an appropriate format for their ability and age.

### **Equal Opportunities and Racial Equality**

We do not discriminate (either directly or indirectly) against anyone on the grounds of their gender, race, colour, ethnic origin, religion, ability, disability or any aspect of their social / cultural background. Furthermore, the school community is committed to countering all forms of racial prejudice and discrimination.

The policies of this school ensure our compliance with all relevant equal opportunities legislation, including the amended Race Relations Act (2000).

### **Support Agencies**

The ALN Department from the LEA, co-ordinates a range of support, advice and training to schools in a number of key areas for ALN. The service has a number of specialist officers available to work with schools as appropriate.

The school also works closely with the Educational Psychology Service. They provide a variety of support and advice for individual pupils, parents and staff.

In addition, the LEA has contact with a number of other support services which can provide specialist support as appropriate. These are:

- Educational Service for Pupils with Visual Impairment.
- Educational Service for Pupils with Hearing Impairment.
- Educational Service for Pupils with Specific Learning Difficulties
- Educational Service for Pupils with Communication Impairment ( including speech and language difficulties ).
- COMiT (Communication Intervention Team)
- The school also communicates when necessary with relevant medical and paramedical staff, drawing together information, which may be available from health visitor, school health services and others, keeping medical records of children with ALN and maintaining their confidentiality.
- The school will work closely with the social services designated officer when children with ALN are receiving or need their support. Principles of fairness and justice for all through the Additional Learning Needs provision that we provide in our school, ensuring that all pupils have equal access to the full range of educational opportunities provided by the school. We constantly strive to remove any forms of indirect discrimination that may form barriers to learning: this includes promoting positive approaches to difference and fostering respect for people of all backgrounds.

The school recognises the cultural diversity that exists within Wales and the UK and is committed to preparing all pupils to live in such a diverse society. The school will continue, through vehicles such as our ethos and curriculum, to promote cultural diversity and equality for all.

### **Links with Other Schools**

To support the CPD of the ALNCo, the ALNCo attends meetings within the Chepstow Cluster as well as at Monmouthshire level. These meetings provide opportunities for CPD and an opportunity to discuss particular cases and exchange advice or information.

When a child with a SAPRA or a Statement has their 'annual review' in Year 6, the ALNCo will invite the ALN representative from the Secondary School/ ALN Unit, they are transferring to, to join in the review meeting. Special arrangements are also made during the summer terms in Year 5 and in Year 6 for vulnerable pupils and pupils with ALN to attend additional orientation transition visits to the secondary school.

### **More Able and Talented Children**

The school recognises that 'More Able' children do have additional learning needs. These needs however, are not specifically catered for in this policy document. Refer to 'More Able and Talented' policy.

### **Children for whom English is a Second Language**

Children with language differences will not necessarily have Additional Learning Needs. Advice should be sought from an advisory teacher to ensure proper provision is made for these children. ALN procedures will be initiated where it is deemed appropriate.

### **Complaints Procedure**

Parents are encouraged to work closely with teachers at all times and especially where pupils have been identified as having ALN. Parents of children with ALN are invited to come into school at least once a term to review their child's ALN. If parents feel the needs of their child are not being met, after discussion with the Co-Head teacher and ALNCo, they have the right to present their complaint to the Governing Body. The procedure is as follows:

- write a letter to the Chairman of the Governing Body outlining the nature of the complaint;
- the Chairman will then ask to see the ALN governor to consider the details;
- the Chairman will set up an informal meeting with the parents to discuss the situation;
- the ALN governor will then make recommendations to the full board and respond in writing to the parents within 1 month of receiving the original complaint.

Parents also have the right to seek intervention from the local education authority, and ultimately if they feel the LEA has not responded appropriately they can appeal to an independent ALN tribunal.

Signed: \_\_\_\_\_  
(Head Teacher)

Signed: \_\_\_\_\_ Chair of Governor

Review date: \_\_\_\_\_

May 2007

Reviewed May 2010

Reviewed May 2012

Reviewed February 2016

Reviewed June 17

Reviewed May 2019

Next review will take place to co-inside with implementation of New ALN Act

Appendix 1

### **Cohort ALN files**

#### **Contents of the ALN Files**

1. Policy for ALN
2. Record of concern forms - forms to record concern and stages of ALN
  - Initial concern to be completed ( 1)
  - Early Years to record initial placement on the code of practice - parents need to be in agreement and sign this (1a)
  - School Action Plus to record when moving from school action to school action plus - this is triggered when you want the child assessed for SPLD or advice from educational psychology and a child receiving outside support eg speech and language etc (2)
  - Record of improvement - this should be completed to take a child from school action plus to school action or to take them off the register altogether (1a/2a)
  - Request for formal assessment - please talk to the ALNCo before completing this sheet it will need to be a joint decision to ask for statutory assessment towards a statement of Additional Learning Needs (3)
3. Forms to be completed for annual reviews by staff and pupils (4 and 5)
4. IDPs for children in the cohort reviewed termly all reviewed IDPs need to be retained in the file as a record of provision for that child
5. Any notes and advice from outside agencies to support pupils.

- The AIN files are maintained and sent onto the next teacher at the end of the year
- The AIN register is checked each year and/or when a child is added or removed from the register